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ABSTRACT

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies: the family. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, notes on the K-12 social studies program, performance criteria, and suggested ways to initiate the unit. The main text is presented in four columns: content, teacher direction, learning activities, and resources. There is also a bibliography, self-rating charts, and a chart for the process observer. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are listed in the introductory material. Student activities are included in the main text. INSTRUCTIONAL MATERIALS: Films, books, and other resources are noted in the main text. There is also a bibliography for teachers and additional lists of films and library and paperback books. STUDENT ASSESSMENT: Criteria are included for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054104

SOCIAL STUDIES CURRICULUM DEVELOPMENT PROGRAM

Unit III

T H E F A M I L Y

7th Year

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Social Studies, K-12
Unit III, The Family, 7th Year

Overview of the Unit

The family today seems to be a troubled institution. The divorce rate is high and the number of separations is large. In big cities in the United States about one in twelve persons under forty-five or fifty years of age is living away from his or her mate. Families without children are numerous. In large urban centers every other family, approximately, is without a child living at home, and perhaps a fifth of the married women who reach forty-five years of age have never borne a child. This situation is a source of anxiety to many persons, because the home is the place where the personal and social virtues are developed. The type of citizen one becomes is related closely to the type of mother, father, and home life one has. What happens to so significant an institution as the family is of great concern to society.

The present status of the family is the end-result of a long historical process; the modern scene cannot be understood without some knowledge of what has gone before. Moreover, it is helpful to inquire how variable and flexible the family has been in earlier periods and in different cultures; such knowledge may throw some light on the probable future of the institution, suggesting the limits of its ability to change to meet changing conditions. A study of the family in the earliest hunting cultures, and what changes occurred in it as the material culture developed into our present civilization, will afford a better understanding of family life today and its possible changes in the future.

To The Teacher

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholding, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellecturally, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing? Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include using problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

Steps from moving from Social Studies Guidelines, K-12, to daily procedures in the classroom:

Step I Select several appropriate basic concepts from the six social sciences

History

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.
2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

Anthropology

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.
2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.
3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.
4. Human beings are, in part, a product of their culture.
5. Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the specific community.
6. Cultural change occurs continuously and at an accelerating rate.

Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.
2. Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.
3. As a group member, man performs given roles and has some understanding of the expectations associated with those roles. As a member of various groups, man may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

Political Science

6. All levels of government are interrelated. The larger the society, the more the individual must rely upon group membership and representation to achieve his aims. At the world level, all nations are interdependent.

Economics

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

Geography

5. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

Step II Translate the broad concepts into specific ones by using the content

1. Changes in family structure and living are occurring continuously.
2. Patterns of family living may have some things in common and yet be different in a number of ways.
3. The family satisfies many needs that are not generally met by other groups.
4. Living in some family grouping is common to cultures of the world.
5. The family group affects the attitudes and values of each person.
6. Each person plays a unique role in his culture.
7. Families differ according to geographical location.
8. Institutions reflect the values and norms which give order and stability to relationships among families (peoples).

Step III Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes
   a. To provide illustrations to encourage children to give thought to the sources of their attitudes and values.
   b. To attempt to build an attitude of tolerance by showing differences among families--to not be misled into thinking that families whose social habits differ from our own are to that extent queer or strange.
   c. To attempt to build an attitude of appreciation for those who have made contributions to the variety in American families.
   d. To attempt to build an attitude of appreciation for the interrelationships of the family and families of the community.

2. Knowledge
   To help students gain knowledge by reading, discussing, and writing about the following:
   a. Family living in our culture and in other cultures.
   b. The sociological and economic impact on family living.
   c. The need which the family satisfies that are not generally met by other people.
   d. The historical changes in family structure and living.
   e. The functions families have in common (mating, child rearing, for example), and the many different ways these functions are accomplished.

3. Skills
   a. To develop and refine the skills of listening, thinking, studying, speaking, and writing.
   b. To apply the techniques of social scientists in terms of gathering data--poll, survey, interview, participant observer.

Step IV Refine general objectives into specific objectives that guide the daily planning

1. Attitudes
   To encourage students to build and to express attitudes and feelings about family relationships, roles and responsibilities in terms of themselves.

2. Knowledge
   To help students to understand that:
   a. Each family and each member of the family is different from others and therefore plays a unique role with unique responsibilities.
   b. Each person in a family plays certain roles according to a fairly strict set of rules.
   c. Family groups in various geographical areas of the world and in a variety of periods of time have varied in organization. (size)
   d. In all societies the family functions as a basic social unit.
   e. The basic unit of family organization in all societies is the father, mother, and child.
   f. Certain ways of his family (traditions and customs) have significance.
   g. Families adapt their way of life to fit their environment.
   h. Each family provides some sort of education for its young.
   i. Marriage occurs in all societies but may take many forms.
   j. Every society has rules concerning whom one may not marry, and some have rules saying whom one may marry.
   k. Human socieities have developed some division of work between the sexes.

l. Children learn rights and wrongs from their family.
m. Families provide some sort of education for their young.
n. All people have common needs.
o. Common needs are met in different way.
p. A family is one of the means of providing a continuity of child-bearing and rearing.
q. The family acts as a basic economic unit.

3. Skills
a. To listen courteously and attentively in small group discussions, e.g., simulated family talks (dinner time)
b. To reach warranted conclusions in class and small group discussions.
c. To summarize a discussion.
d. To "pack" a summarizing sentence.
e. To develop or identify generalizations.
f. To make cross-cultural comparisons.
g. To perceive possible solutions to problems.
h. To predict basing statements upon relationships perceived.
i. To judge validity of data.
j. To develop analogies.
k. To select problems and goals.
l. To reflect upon the meaning of experiences.
m. To skim and scan to locate information.
n. To recognize key words in locating information.
o. To use the table of contents and the index of reference material in locating information.
p. To make outlines of main ideas and details.
q. To research for information.
r. To role-play to illustrate conflicts in families.
s. To give effective oral presentations.
t. To practice discussion techniques.
u. To separate relevant from irrelvant information.
v. To use new works in a variety of ways.
w. To supply or identify data necessary to support or refute generalizations.
x. To identify attitudes, motivations or bias.

Performance Criteria

When the unit is completed each student can, with a degree of competency, do the following:

1. Express openly appreciation for his family.
2. Demonstrate an attitude of tolerance toward differences among families by not labeling those different from his own as bizarre or strange.
3. Remark spontaneously about what he considers improved behavior in the family. (Parents also remark concerning this.)
4. Express appreciation for traditions and customs which lend variety to his life.
5. Use with increased understanding and in a variety of ways these minimal vocabulary words:

familiar	matriarchal	survey	custom	analogy	role
bias	patriarchal	poll	customary	genealogy	tabulate
relevant	monogamy	data	ceremony	culture	ideal
irrelevant	polygamy	tradition	ritual	heritage	artifacts

6. State in oral and written sentences and paragraphs summaries of learnings and predictions for the family.
7. Prepare analogies showing relationships of facts and understandings learned.
8. Produce a family tree after interviewing, researching, and writing to gather necessary information.
9. Compare and contrast our culture with cultures around the world, basing the comparisons upon relationships perceived.
10. Perform to a greater degree of efficiency the following thinking skills:
    - arrive at warranted conclusions
    - separate relevant from irrelevant information
    - make or identify generalizations
    - identify main points
    - supply or identify data necessary to support or refute generalizations
    - reflect upon the meaning of experiences
    - judge validity of data
    - predict basing statements upon relationships preceived
11. Discuss with greater relevancy.
12. Use several analytical tools of the social scientists in whatever limited application their maturity level permits, i.e., poll, survey, observe, interview.

Suggested Ways to Initiate the Unit

Idea I

Display--family albums. Have pupils search for old-fashioned ones.

Idea 2

Bulletin Board--The Family As Seen By Great Artists. Can you imagine what the lives of these people were like?

Idea 3

Put word "family" on the chalkboard--Family (Latin meaning servant). Discuss--Do you think that has anything to tell us about our families today? Is your family your servant? Are you the servant of your family? Both of these? What does the word familiar mean?

Idea 4

Picture collections of families of pupils in the class as bulletin board display.

Idea 5

Discuss current interesting newspaper and magazine articles which pertain to family living.

Idea 6

Poem--"Some Children Are" Jo Tenjford (See Addenda)

Idea 7

Find a newspaper or magazine article (real or science fiction) which predicts life in the future such as "Book of Genesis Gets New Chapter from Scientists," Sioux Falls Argus-Leader, Section A, Sunday, November 19, 1967. Re-cap the article. Ask: Would you accept this article? Does the family have any purpose, or is it just one of those ideas that has outgrown its usefulness? Hypothesize about what life would be like without families--What would happen to babies left on their own after a few months? If children had to grow up without any adults to help and to teach them? (This type of article can be used to spark a prediction writing exercise.)

Idea 8

Give the Pre part of a Pre-Post (Post) Test. How Do You Rate As A Family Member? (See Addenda) To be effective follow up with the Post part at the end of the unit. How about repeating the Post part several several weeks or months later?

CONTENT

Suggested Time (6-8 weeks)

Teacher-Pupil Planning

What would help us understand families? What do we need to know?

Sample Questions:
- What is a family?
- Why do we need the family?
- What is expected of each family member?
- What is family life like in other countries?
- How do various families earn a living?
- What do families do for fun?
- What are some problems of families?
- How are family members guided and controlled?
- What part do traditions and customs play in our families?
- How has the American family changed?
- What will the family be like in the future?

Note: Pupils learn best when they select or help select problems and goals.

I. Living in some family grouping is common to cultures of the world.
   - A. Our culture
     1. Colonial
     2. 19th century
     3. 20th century
   - B. Other cultures
     1. China
     2. Bachiga (Uganda)
     3. Samoa
     4. Netsilik Eskimo
     5. Local Areas

TEACHER DIRECTION

Decide upon five or six cultures to study in depth. Committees might be set up in order to get full participation. In committee work children become aware of the need for specialized skills, division of labor and inter-dependence.

The most valuable outgrowth of a unit may be personal responsibility toward a group project.

The pilot teachers chose the cultures listed because of their contrast and simplicity; however, you may choose other cultures which are convenient.

Suggested guidelines to hand to each committee chairman:

Colonial

What was the role of the father and son in Colonial days? Mother and daughter?

Explain how the family in Colonial times made up a little world of its own. (Consider food, clothing, education, romance and marriage, medical care, child discipline, religion, amusement, individual roles.)

Why was so much of the family leisure time devoted to religious education?

How did amusement and entertainment in colonial days differ from those of today?

19th century

Why did the changes that occurred in the 19th century alter the ideas held about the family?

In what ways was the family moving toward the pattern in which we know it today?

20th century

There used to be a time when Father was "boss" and he let you know it.

Read to students--"When Papa Was 'Boss'." (1920) (See Resources.)

LEARNING ACTIVITIES

RESOURCES

Books

China:

Fessler, Loren, Life World Library, China, Time Incorporated, New York, 1963.

Hillyer, V.M., Young People's Story of Our Heritage the Orient, Meredith Press, New York, 1966.

Lin, Yutang, The Chinese Way of Life, The World Publishing Company, Cleveland, Ohio, 1959.

San-San, Eighth Moon, Harper-Row.

Swisher, Earl, Today's World in Focus China, Ginn and Company, Boston, Massachusetts, 02117, 1964.

Colonial:

Speare, Elizabeth George, Life in Colonial America, Random House, Inc., 1963.

Tunis, Edwin, Colonial Living, The World Publishing Company, Cleveland, Ohio, 1957.

CONTENT

TEACHER DIRECTION

What holds the family together today?

What do you think is the aim of the family today?

How are the children disciplined?

What is the ideal relationship?

What are the consequences of the migration of rural peoples to urban areas?

How have inventions changed the work of the home? Recreation?

How have laws improved the place of women since 1800's?

How might it benefit the family if mother works? What are the disadvantages?

What does the modern family do for fun?

Make a chart showing how the American family has changed.

1800	today

China

Describe the unique features of the Chinese family.

What was life like for boys and girls in this family?

Were there any special rules on how to treat wives, in-laws, brothers?

How did this type of family come to be the most popular one in China?

What do Chinese families do for fun?

What work do Chinese men do? Women?

How did the agrarian nature of Chinese economy affect the family?

What changes have been made in the family since 1911 when China became a Republic?

Netsilik

What is the role of the wife in the Netsilik family?

How are the children treated?

How does geography affect their family living?

How does the family earn a living?

What do the Netsilik do for fun?

Explain how the Netsilik adapts to his environment, (snow, stone, skin, and bone)?

Explain subsistence living.

LEARNING ACTIVITIES

RESOURCES

Fellow teachers

Students themselves

Exchange students

People in the community

Film:

(Two-part, 16mm color) "Fishing at the Stone Weir".

Nine films, all about some phase of Netsilik Eskimo life, are available for purchase from:

Educational Development Center
39 Chapel Street
Newton, Massachusetts 02160

These films are exceptional. "Fishing at the Stone Weir" was obtained for viewing free upon request.

"When Papa Was 'Boss'", Our Wonderful World Encyclopedia, Volume 6, Grolier Inc., New York, 1966, pp. 67-69.

CONTENT

TEACHER DIRECTION

Samoa

What work do Samoan men do?

What work do Samoan women do?

How important are legends to Samoans?

Who does a boy (girl) show he (she) is a useful member of the family?

Are Samoan children taught to obey in the same way that children in the United States are?

What religious beliefs did the Samoans have before Christian missionaries came from England?

In what ways is a Samoan wedding like a wedding in the United States? How is it different?

Why is life changing in Samoa today?

What do the Samoans do for fun?

Where are the Samoan Islands?

How were they formed?

What plants, trees (animals) grow in Samoa? (Fauna, Flora)

Why could you say Samoans have a poetic environment?

Vocabulary possibilities

Centipede

pedis Latin--foot

podos Greek--foot

pediatrics	pedestal
pedal	pedestrian
piped	pedology
pediatrician	pedicure
pediatrist	stampede
podiatrist	

LEARNING ACTIVITIES

Make cross-cultural comparisons
  Who makes the living?
  What is the role of father, mother?
    In our families? In Samoan families?

Generalize: (Do this frequently with each culture studied)
  How many things can I say about
    Samoan life?
  Now can I make a general statement?

  Samoan families are like us in many ways but different in other ways.
  Samoan life is changing because of American influence.

RESOURCES

Samoa:

Lowel D., The Story of Samoa, Mc Cormick-Mather Publishing Company, Inc., Cincinnati, Ohio 45202, 1967.

CONTENT	TEACHER DIRECTION
	Display of artifacts
	Bachiga How is wealth judged in the Bachiga family? How does their wealth differ from ours? What work do Bachiga women do? Men? Why is there no room for ambition and competition in the Bachiga family? Describe a Bachiga wedding. Who is boss in a Bachiga family? What do Bachiga do for fun?
	Organize class into symposium
	Encourage children to express generalizations
	Teach the game aspect of using analogies

LEARNING ACTIVITIES

THINGS TO DO AFTER THE STUDY OF THE CULTURES IS COMPLETE:

Hold a symposium or board of cultural conversation with a representative from each culture. The chairman of the symposium leads. After the talks, discussion by the entire group follows.

Classify learnings--Put the cultures as headings on the chalkboard. State several generalizations about each culture and give support for each generalization. Students act as recorders. As a finale each student writes a summary paragraph of each culture.

Prepare analogies based on cultural and family relationships. Children encourage each other to supply the missing factor and justify.

Examples:

Bob . family :: family . _____ (culture)

TV . _____ (family) :: legend . Samoa

RESOURCES

Bachiga and Netsilik (also China, American, and Samoa), "Family," Our Wonderful World Encyclopedia, Vol. 6, Grolier Inc., New York, 1966, pp. 26-27.

CONTENT	TEACHER DIRECTION
II. Each person plays a unique role in his culture. A. Each family is different from others 1. Polls 2. Surveys B. Each member of the family is different from others C. Role adjustments III. The family group affects the attitudes and values of each person. A. Self-concept B. Interrelationships	On of the best ways for students to learn the tools or "workways" of the disciplines is to use them in whatever limited application their maturity level permits. By taking polls and surveys pupils can better understand the meaning of data gotten from polls and surveys than by merely studying some samples. Futhermore, if students have some idea of how social data are gathered, their limitations and potential, they'll be able to discriminate in using such data--especially in decision-making whether it be in deciding which toothpaste to buy or which candidate to support. The following items were used in a questionnaire of parent and youth problems by one of the pilot teachers. 1. Lack of independence 2. Lack of privacy 3. Lack of money 4. Too much homework 5. Too many household chores 6. Too many dating restrictions 7. Curfew too early 8. Punishments too strict 9. Conflict between parents 10. Not enough attention from parents 11. Parents favor a brother or sister 12. Parents disapprove of a friend or friends 13. Others

LEARNING ACTIVITIES

Conduct a poll or survey of families in the class. Set up criteria for survey. (Size, mother works, pets, TV. colored TV, attend church, dishwashers, etc.) Decide which information is relevant, irrelevant.

Appoint a committee to tabulate, put on charts, draw conclusions, relationships.

Analyze (count number of times some items appear.)

Look for polls and surveys taken in the nation, i.e., public opinion, election--Gallup, Compare.

Discuss: Is there an average family?

Role-play to illustrate conflicts in families, i.e., sleeping at a friend's house.

Hypothesize and test it.
If..., then...

(If the number of working mothers with children under six increases by 43% in the next ten years, then the problems of "who will care for the children will have to be solved".)

RESOURCES

Current magazines and newspapers

Gallup Poll

World Almanac

Tapes--"How's the Family?" (See how to order under Resources V.)

Filmstrip: "Is There a Typical Family?"
McGraw-Hill Test Films
330 West 42nd Street
New York 36, New York

CONTENT	TEACHER DIRECTION
IV. Patterns of family living may have some things in common and yet be different in a number of ways. A. Functions 1. Biological (protective) a. Reproduction b. Child care and training 2. Economics a. "The Breadwinner?" b. How spent? 3. Social a. Inside home 1) TV 2) b. Outside home 1) Movies 2) Motorcycles 3) Youth Clubs B. Authority figure 1. Patriarchal 2. Matriarchal 3. Democratic C. Forms of marriage 1. Monogamy 2. Polygamy a. Polygyny b. Polyandry	To check on the pupils concept of family and to inductively teach the functions of a family, put the word <u>family</u> on the chalkboard and ask students to mention quickly what springs into their minds. With pupils acting as recorders, list responses and have them group all that are related. Classify under common headings. Let pupils decide how the items are related and let them choose a common heading. Note: Learnings need to be organized. Do you think the age of TV will bring families together again? Does it make families more or less sociable? For variety try taping a lecture. Ask pupils to listen for the main points or teach the skill of outlining. When the listening of the tapes is finished, ask for new words heard. The next day the structure of the words may be studied. For example: mono--one poly--many pater--father + archos--leader Finally, families of words with classifications as to usage: nouns, adjectives. paternal patrilineal paternity patricide patrician patrimony Note: Pupils learn best when there is an element of novelty

LEARNING ACTIVITIES	RESOURCES
Individual pupils list responses to the word family on chalkboard. Decide which ones are related. Classify related items under a common heading and explain why. (Biological or protective, economic, social)	Pupils' experiences.
List main points of the lecture Outline (2 point) the taped lecture. What are some statements to summarize the types of families? What is the ideal relationship of father, mother, and children?	"Family," World Book Encyclopedia, Field Enterprises, Inc., Chicago, Illinois, Vol. 6, 1956, pp. 2470-2473.
Generalize: Marriage occurs in all societies but may take many forms. Every society has rules concerning whom one may not marry, and some have rules saying whom one may marry. In all forms of marriage, divorces occur. The basis for the family is the institution of marriage.	

CONTENT	TEACHER DIRECTION
D. Traditions and Customs 1. Holidays a. Labor Day b. Veteran's Day c. Memorial Day d. Thanksgiving 2. Rituals a. Mealtime b. Loss of a tooth c. Easter 1) Clothes 2) Dyeing eggs d. Christmas	One of the main concepts in anthropology is culture. An anthropological method for collecting data is the role of participant observer. Help pupils see the need for accurate reporting and observing. Reinforce the skill of observing by additional exercises. Have pupils put their heads down on their desk and ask simple recall questions about objects in the room. Display objects on a tray. Have pupils recall what they saw. Show a picture. Have pupils recall various things seen. Ask simple questions first then those pertaining to details. Just talking about traditions and customs helps children understand the great variety of human experiences. Initiate discussion by asking questions such as the following: What happens in your family when a child loses a tooth? What do you do on a rainy day? How does your family answer the telephone? How does your family celebrate birthdays? From the discussion and with student help state questions such as these: How are the families we've talked about alike? How do our families differ? How do you account for these differences? Have we borrowed any ideas? Have we created any new ideas? Is there one recipe? How does a family learn to prize what it does? Read the story--"Italians Enrich Our Life". (See Resources) Use a process observer during the discussion (See Addenda) to check on how many questions are coming from the pupils, who is talking too much or not enough, and if there are any parts of the room that the teacher is neglecting. Vocabulary: custom (customary), ritual, tradition, ceremonial

LEARNING ACTIVITIES

Think about the rituals your family has. Have a "circle of ideas" on the different customs a family might have. "Sit round." Each student presents his idea in turn. Then decide which customs the class likes best and why.

Look at a French, Italian, or German cookbook. Which recipes are similar to those prepared in your home?

Parents of different cultural backgrounds might serve on a panel to discuss the role of customs in their families.

Collect pictures showing different ways of observing holidays and rituals. Prepare a bulletin board display.

Generalize:
How many things can I tell about patterns of family life?
Now can I make a general statement?

Patterns of family life are learned.
There is no single way of family life.
Our family ways seem best because they are familiar to us.

RESOURCES

"Italians Enrich Our Lives," Our Wonderful World Encyclopedia, Volume 6, Grolier Inc., New York, 1966, pp. 65.

Cooper, Kenneth S., The Changing Old World, Silver Burdette Company, Park Ridge, Illinois, 60068, 1967. (See Index--Family)

Family Holidays Around the World, American Home Economics Association, 1600 Twentieth Street N.W., Washington, D. C., 20009, $1.50.

Fleck, Henrietta, Living with Your Family, Prentice-Hall, Inc., Englewood, Cliffs, N. J., 1965, pp. 24-34.

I. Filmstrips: McGraw-Hill Text Films
330 West 42nd Street
New York 36, New York

A. Family of the World Series--
How Farm Families Live

China	Germany
Czechoslovakia	Italy
Egypt	Japan
England	Mexico
Equatorial Africa	Pakistan
France	United States

B. People are People Series
Part 1--Twelve Families: How They Farm: Their Food
Part 2--How They Shop: Their Kitchens
Part3--How They Bathe: At Bedtime
Part 4--How They Play: Their Laundry
Part 5--How They Get Around: How They Worship
Part 6--How They Study: At Home

C. Is There a Typical Family?

CONTENT	TEACHER DIRECTION
V. The family satisfies many needs that are not generally met by other groups. A. Basic needs 1. Shelter 2. Food B. Valuing-(worth-while experiences) C. Emotional needs 1. Affection 2. Achievement 3. Acceptance	Set up a learning center. Supply earphones and listening tapes--"How's the Family?"
VI. Families differ according to geographical location A. Rural B. Urban	Play listening tape Route 1 or 79th Street? to spark discussion questions listed under activities.
VII. Institutions reflect the values and norms which give order and stability to relationships among families. A. Church B. School C. Government	Sample questions to use with students. 1. What institutions influence our lives for good? For bad? 2. What things can a family decide for itself? What things does the government decide? 3. What different kinds of schools may families attend? 4. What advantages does society offer its aged family member? 5. Discuss our different churches, respecting everyone's right to his own religion.

LEARNING ACTIVITIES	RESOURCES
After listening to tapes "How's the Family?" write summary paragraphs on needs which the family satisfies. Generalize: Families satisfy many needs not met by other groups. Family needs are met in a variety of ways. Look through magazines and newspapers to find examples of family needs and problems.	Taped series: "How's the Family?" from Catalog of Iowa Tapes for Teaching, 1966-68, p. 13. Catalog can be obtained upon request. Address: Iowa Tapes for Teaching, Audiovisual Center, University of Iowa, Iowa City, Iowa, 53340, (telephone number 353-4444). Copies of recordings listed in this catalog are made on tapes which you furnish. The cost--fifty cents per tape.
Discuss advantages and problems of city life. Discuss advantages and problems of rural life. Contrast life in the city and country from personal experiences.	Tape ICD 125, Route 1 or 79th Street? A farm family moves to the city and compares the good life in the two places.

TEACHER DIRECTION

Help children understand the meaning and uses of prediction. Use articles such as "The Book of Genesis Gets New Chapter from Scientists" mentioned in "Ways to Initiate the Unit" to provide a basis for predictions.

Prepare a bulletin board display of individual pictures of fathers, mothers, children, grandfathers, grandmothers, adopted children, Korean orphans, exchange students, etc.

Give the Post part of the Pre-Post Test.

LEARNING ACTIVITIES

Write: What predictions would you make for the family? Share the paragraphs in small groups. Choose the best ones to read to the class or to tape record and play back to the entire class.

Create a family that would live in your community from the bulletin board display of assorted pictures of family members. Describe it. Exchange among groups your ideas.

Individual Products
To be required:
Genealogy or family tree

Alternates:
Dictionary of terms pertaining to the family unit.
Read fiction books based on the family. Some titles to consider are listed in the addenda.
Cartoons of conflicts and amusing incidents in the family.
Visit different cultural areas than our own if they are close. (Hutterite and Mennonite colonies, Indian reservations.)
Make a family budget.
Write a family code, i.e., leave a note for members of the family when not at home, knock on door for privacy.
Display of realia, artifacts, products.
Make a family diorama.
Try some recipes of foods from other countries.
Exchange students tell of family life in another country.
Bulletin board displays, i.e., special occasions. These may be photographs of their own family activities.

RESOURCES

EVALUATION

Self-evaluation by the Student

Am I a better family member now than I was before?

Am I more tolerant toward the members of my family?

In what new ways do I look at other families, in our communities and in other cultures?

What else would I like to know about families?

Teacher Evaluation of Student

How do I know that learning took place?

Which facts were learned?

What changes occurred in attitudes and behavior?

What evidence do I see of critical thinking?

Which concepts have been broadened?

Do the children draw conclusions and generalizations based upon data?

Does the student apply his learnings in new and different ways?

Have the students gained practice in using some of the methods of social scientists?

Teacher Self-evaluation

Have I provided the proper stimulation for learning?

Do I understand and use the technique of questioning to develop critical thinking in my students?

Have I made careful plans? How can I become more effective in planning?

How can I use resources to best advantage?

BIBLIOGRAPHY FOR TEACHER RESOURCES

Anthropology in Today's World, Case Studies of Peoples and Cultures, American Education Publications, 1967, (Booklet).

Douglas, Mary Dr., Doubleday Pictorial Library of Man in Society., Doubleday and Company, Inc., Garden City, New York, 1965.

"Family", Our Wonderful World Encyclopedia, Volume 6, Grolier Inc., New York, 1966, pp. 26-47.

Family Holidays Around the World, American Home Economics Assoc., 1600 20th Street, N.W., Washington, D.C. 20009.

Fifteen Families, Ginn and Company, 1967, Reprinted from Christian Science Monitor.

Gearing, Frederick O., "Why Indians?", Social Education, Vol., XXXII (February 1968), National Council for the Social Studies, 1201 Sixteenth St. N.W. Washington, D.C., pp. 128-131.

Holmes, Lowel D., The Story of Samoa, McCormick-Mathers Publishing Co., Inc. Cincinnati, Ohio 45202, 1967.

"How Farmers Live in Uganda", Our Wonderful World Encyclopedia, Volume 5, Grolier Inc., New York, 1966, pp. 343-345.

Landis, Paul H., Social Living, Ginn and Company, 1961.

Massialas, Byron G., and Cox, Benjamin C., Inquiry in Social Studies, McGraw-Hill Book Company, New York, 1966.

Preston, Ralph C., "Familiarity and Contrast as Curriculum Principles", Social Education, National Council for the Social Studies, Washington D.C., Volume XXXI (October 1967), pp. 491-493.

Social Education, Volume XXXII (February 1968), Special Anthropology Issue, National Council for the Social Studies, Washington, D.C.

Steichen, Edward, The Family of Man, Published for the Museum of Modern Art, Maco Magazine Corporation, 757, Third Avenue, New York.

"Understanding Your Family", Our Wonderful World Encyclopedia, Volume 13, Grolier Inc., New York, pp. 407-428.

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BIBLIOGRAPHY FOR TEACHER RESOURCES

Wagner and Mark, Free Learning Materials for Classroom, Educational Service Publications, State College of Iowa, Cedar Falls, Iowa.

Film: Fishing at the Stone Weir, Educational Development Center, 39 Chapel Street, Newton, Massachusetts 02160.

Catalog of Iowa Tapes for Teaching, Audiovisual Center, The University of Iowa, East Hall, Iowa City, Iowa 52240. (free upon request)

State Film Catalog, State Film Library, Division of Supervised Study, State University Station, Fargo, North Dakota 58102 (free upon request)

SOME CHILDREN ARE

Some children are brown
  like newly baked bread,
Some children are yellow
  and some are red;
Some children are white
  and some almost blue.
Their colors are different -
  the children like you !

Some children eat porridge
  and some eat figs;
Some children like ice-cream
  and some roasted pigs !
Some eat raw fishes
  and some like Irish stew.
Their likings are different -
  the children like you !

Some children say "yes"
  and some say "oui";
Some say "ja"
  and some say "si".
Some children say "peep"
  and some say "Bo[illegible]ch".
Their words may be different -
  the children like you !

Some children wear sweaters
  and some rebozos;
Some children wear furs
  and some kimonos.
Some children go naked
  and wear only their queue.
Their clothes may be different -
  the children like you !

Some children have houses
  of stone in the streets;
Some live in igloos
  and some live on fleets.
Some live in old straw huts
  and some in new.
Their homes may be different -
  the children like you !

Some children are Finnish
  and some from Japan'
Some are Norwegian
  and some from Sudan.
Oh yes, we have children
  in valley; on pike.
Their countries are different
  the children alike !

Oh, if they could dance
  and if they could play
Altogether together
  a wonderful day !
Some could come sailing
  and some could just hike;
So much would be different -
  the children alike !

Jo Tenjford

REFERENCE

Armstrong	Questions Boys Ask
Boons	Twixt Twelve and Twenty
Berry	Young Teens Talk It Over
Craig	Thresholds to Adult Living
Duvall	Today's Teenagers
Duvall	When You Marry
Duvall	Family Living
Fedder	You -- The Person You Want to Be
Gregor	Time Out for Youth
Gavian	Our Changing Social Order
Haupt	The Seventeen Guide to your Widening World
Hurlock	Adolescent Development
Landis	Building Your Life
Landis	Your Dating Days
Munves	Exploring Home and Family Living
Smith	Nobody said it's Easy
Young Mack	Sociology and Social Life

Addenda III

SELF-RATING

Place an X in the column that you feel represents the best description of your work on this unit.

	Not as good as last unit	About the same as last unit	Better than last unit
1. Amount of work done			
2. Material in on time			
3. Organization of material			
4. Use of library			
5. Ability to take notes			
6. Caliber of my "creative project"			
7. Relations with other committee members			
8. Contributions to the committee			
9. Written test on this unit			
10. Participation in class discussions			
11. Interest in this unit			

Addenda IV

PROCESS OBSERVER

X VOLUNTEERED O CALLED ON ? ASKED QUESTION

Back of Room

Addenda V

Pre - Post - Post

HOW DO YOU RATE AS A FAMILY MEMBER?

	Never	Some-times	Usually	Always	
	0	4	7	10	
1. I am cheerful at home.					
2. I save some time to do things with my family.					
3. I show an interest in what others in my family are doing.					
4. I make a sincere effort to understand my parents' viewpoint and discuss important matters with them.					
5. My parents can count on me to carry out unpleasant decisions without sulking.					
6. I try to have my friends and my parents know each other.					
7. I take time to tell my parents about my activities outside the home when they are interested.					
8. My parents can count on me to do my best to take advantage of the opportunities they make for me.					
9. My parents can depend on me to be responsible for taking care of my own health.					
10. I try to keep from asking for special favors that others in my family don't get.					
Total each column					

Total points _____

REFERENCES

PAPERBACK BOOKS --FAMILY UNIT

School Department
Bantam Books Inc.
271 Madison Ave.
New York, N.Y. 10016

Downey, Fairfax	Indian-Fighting Army	50¢
Silverberg, Robert	Lost Cities and Vanished Civilizations	50¢
Lincoln, Eric C.	The Negro Pilgrimage in America	60¢
Parkman, Francis	The Oregon Trail	50¢
Mead, Margaret	People and Places	60¢
Silverberg, Robert	Sunken History	50¢

Science Research Associates Inc.
259 East Erie St.
Chicago, Illinois 60611

Booklets

5-772	Getting Along With Parents	Katherine W. Taylor	65¢
5-735	Guide To Good Manners	Mary Beery	65¢
5-1051	How to Get Along With Others	Bernice L. Neugarten	65¢
5-737	Life with Brothers and Sisters	Frances Ullmann	65¢

South Dakota State Health Dept.
Pierre, S. Dak.

Your Guide to Good Health	Free
Mothers At Work	Free

FICTION

Almedingen, E. M. Katia
Life in Russia 126 years ago translated from Russian
Author tells of her childhood.

Michailovskaya, Kira My Name is Asya
"A realistic approach to love, to relationships with older people and family and to sense of identity and independence." Place Leningrad

Arora, Shirley The Left-Handed Chank
Present day life in India. "The old versus the new, prejudice versus the importance of knowledge are basic themes"

Reggiani, Remee The Sun Train
"A realistic story shows the difference between northern and southern Italy and the struggle of the working class to attain freedom."

Benary - Isbert, Margot Under a Changing Moon
Germany 1866 "Realistic background for a vivid picture of family life with the attitudes, holiday customs, small conflicts and large loyalties perceptively described."

State Film Library
Division of Supervised Study
State University Station
Fargo, N. Dak. 58102

You may send for this free catalog.

Title of Film	Rental fee
Boy in Court	$ 1.75
The Family	3.20
Family Life	1.85
Fire Prevention in the Home	1.85
Fitness Challenge	5.45
Getting Along with Parents	2.50
Helping in the Care of Younger Children	1.85
Hindu Family	1.85
Religion in the Family	1.85
You and Your Family	1.85
You and Your Parents	2.50
Your Family	1.85
Your Family Budget	1.85

LIBRARY BOOKS - Paperbacks

Family Books - Reading for Enjoyment

Educational Reading Service Inc.
East 64 Midland Ave., Paramus, N.J.

Benson, Sally	Junior Miss
Day, Clarence	Life with Father
Day, Clarence	Life with Mother
Erdman, Loula Grace	Fair is the Morning
Gilbreth, S. B.	Cheaper by the Dozen
McDonald, Betty	The Egg and I
Meader, S. W.	Bulldozer
Medearis, Mary	Big Doc's Girl
Montgomery, Lucy	Ann of Green Gables
Papashvily, G.	Anything Can Happen
Tarkington, Booth	Magnificent Ambersons
Tutor, Tasha	County Fair
Webster, Jean	Daddy-Long-Legs
West, Jessamyn	Cress Delahanty
West, Jessamyn	The Friendly Persuasion
Wenger, J. C.	A Death In The Family
Woolf, Virginia	Flush: A Biography

LIBRARY BOOKS - FAMILY LIFE - Paperback

Bagnold, E.	National Velvet
Canfield, Dorothy	Understood Betsy
Craig, M. M.	Now That I'm Sixteen
Craig, Margaret	Marsha
Benson, Sally	Meet Me in St. Louis
Dalgliesh, Alice	Silver Pencil
Erdman. L. G.	My Sky is Blue
Erdman, L. G.	Separate Star
Ferber, Edna	So Big
Hale, Nancy	A New England Girlhood
McKenney, Ruth	My Sister Eileen
O'Faolain, Sean	Irish
Schary, Dore	Sunrise at Campobello
Swanson, A. S.	Star-Spangled Banner
Tarkington, Booth	Seventeen

These 34 titles may be ordered together for a total of 15.20 net price. Otherwise they are about 50¢ each.

FAMILY LIFE

Annixter, P.	Swiftwater
Barnes, N.	Wonderful year
Bianco, M.	Winterbound
Bloch, M.	Two Worlds of Damvan
Brink, C.	Caddie Woodlawn
Dahl, B.	This Precious Year
Dahl, B.	Under This Roof
Day, C. S.	The Best of Clarence Day
Doss, H.	The Family Nobody Wanted (adopted children)
Estes, E.	Middle Moffats
Ferber, E.	So Big
Gates, D.	Blue Willow
Gibbs, A.	The Least Likely One
Gilbreth, F. B.	Belles on Their Toes
Gilbreth, F. B.	Cheaper by the Dozen
Housepain, J.	A Houseful of Love
Lane, R. W.	Let the Hurricane Roar
Michailovskaya, K.	My Name Is Asya
Moody, R.	Little Britches
Moody, R.	Man of the Family
Pace, M. M.	Home is Where the Heart Is
Phipson, J.	The Family Conspiracy
Rawlings, M.	The Yearling
Saroyan, W.	The Human Comedy
Seredy, K.	The Singing Tree
Skinner, C. O.	Family Circle
Streatfield, N.	Family Shoes
Taylor, S.	All-of-a-kind Family
Taylor, S.	More-of-a-kind Family
Tibbets, A. B.	A Boy and His Dad
Trapp, M. A.	Story of the Trapp Family Singers
Trapp, M. A.	Family on Wheels
Weber, L.	Beany Malone
Weber, L.	Leave It to Beany
Weber, L.	Meet the Malones
Wilder, L.	By the Shores of Silver Lake
Wilder, L.	Little Town on the Prairie
Wilder, L.	Long Winter
Wilder, L.	These Happy Golden Years
Worth, K.	They Loved to Laugh
Wunsch, W. R.	Thicker than Water
Wier, Esther	The Loner
Neville, Emily	It's Like This Cat
Hunt, Irene	Up a Road Slowly
Forbes, Kathryn	Mama's Bank Account
Harper Lee	To Kill a Mockingbird
San San	Eighth Moon